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ABSTRACT

Intended for parents and community members, this pamphlet summarizes provisions of the Kentucky Education Reform Act of 1990 (KERA), outlines specific school improvement developments to watch for during 1991-92, and provides concrete suggestions for facilitating the process and obtaining further information. The updates are grouped according to KERA provisions governing student performance outcomes; early childhood programs; extended school services; a primary school program to replace grades K-3; professional development for teachers and other certified staff; school-based decision-making; family resource/youth service centers; attention to minority and at-risk students; a newly created Education Professional Standards Board; technology and education; governance reorganizations; secondary vocational education; and the Support Education Excellence in Kentucky (SEEK) funding formula. (MLH)

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# KERA Updates: Watch For ...

## 1) Student Performance Outcomes

**Basics of the law**

- The Kentucky Education Reform Act establishes student learning as the key to school success.
- This is called **an outcomes- or performance-based** approach.
- Student learning goals were established by the legislature and will be further defined by the **Council on School Performance Standards**.
- Students will be assessed or tested to determine if they are meeting the expected performance goals. These "tests" are currently being developed. They will be **performance-based** -- that is, they will be different from the standardized achievement tests of the past. Paper and pencil tests will include more essay and fill-in-the-blank questions. In addition, portfolios of student s' work and observations of students in problem-solving situations will be assessed.
- Successful school performance will include consideration of student attendance, dropout and retention rates and successful transition to college, jobs or the military.
- In 1993-94, students will be assessed again. Schools whose percent of successful students increases may receive financial rewards.
- Schools with unacceptable performance levels must develop improvement plans. The state will offer assistance and grants to help schools improve. If schools continue to fail to help students succeed, they may become a 'school in crisis'; their teachers and principal are put on probation and could be dismissed, and students have the option of moving to other schools that are evaluated as "successful."

**This year ('91-92) watch for ...**

- During the 1991-92 school year, in grades four, eight and twelve (and perhaps other grades) teachers will begin to keep portfolios of students' writing.
- A newly written test will be used in the spring of 1992 to assess students in grades four and eight in the areas of reading, mathematics, writing, science and social studies. Twelfth grade students will be tested in the winter of 1992. This test will include multiple choice, essay, and fill-in-the-blank questions similar to the National Assessment of Educational Progress (NAEP).
- In addition, some schools will need to administer the Comprehensive Test of Basic Skills, (CTBS) for all grades, for use in placing students in special programs. Some fourth and eighth grade students may have to take both tests, this year. (It is hoped that the new tests will be approved for this purpose in future years.)
- In the spring of 1992, students, selected at random, in grades four, eight and twelve will be assessed in **event tasks** or problem-solving situations. **This will be a new experience for students and teachers alike.**
- Students will continue to receive report cards, although the frequency and format may change.

**During the next several years, watch for ...**

- **Portfolios** will expand to include more than writing. Paper and pencil tests will change even more, and there will be more observation of actual student work in **event tasks** — all focusing on more **performance-based** assessments of students' capabilities.

**What you can do to help ...**

- Be patient. The new assessment program will take time to develop, understand and implement.

- Talk with students and teachers and ask about previous ways of testing. As this school year progresses, talk with them about portfolios and other assessment changes to see what they are experiencing. Ask older students if they have any input as to what goes into their portfolios?
- If you are a parent, ask your child's teacher when they will begin to keep portfolios and then ask to see examples of your child's recent work.
- If your school has school-based decision making, ask how the council plans to establish portfolios and what training will be provided for teachers in the new assessment program.
- If your school has a PTA/PTO, ask them to have a program to help parents understand what to expect under the new student assessment. If you do not have a PTA/PTO, form one. Call the Kentucky PTA office at 502-564-4378 for help.
- Recognize the contributions of teachers and administrators and let them know you appreciate both their efforts and the frustrations that result from implementing an entirely new assessment system.
- Attend local school board meetings and ask board members what their plans are for teacher training and development of portfolios in the new assessment program.
- Write to your elected officials with specific examples of successes or difficulties with the new assessment program.

**For more information ...**

Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education Office of Assessment and Accountability Services at 502-564-3421.

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## 2) Early Childhood Programs

**Basics of the law**

- The Kentucky Education Reform Act of 1990 requires school districts to offer developmentally appropriate early childhood programs for at-risk 4-year-olds.
- To participate, children must be eligible for the federal free lunch program. Other children may enroll if space is available.
- School districts are encouraged to include all 4-year-olds if resources are available.
- In addition, by 1991 school districts must provide an appropriate preschool program, including related services for 3- and 4-year-olds who have handicapping conditions. Family income is not a factor in a student's eligibility for this program.

**This year ('91-92) watch for ...**

- All school districts will provide preschool service to eligible children. Approximately 7,800 'at-risk' and 4,500 3- and 4-year-old children with disabilities will be served. (About 5,600 children were served in 130 districts last year.)

**What you can do to help ...**

- Talk with students and parents who are participating in early childhood programs about what is happening in these programs.
- If you have a child or know of children who might be eligible for these programs, call your local board of education office to see if those children can participate.

- Visit preschool(s) in your district. Ask how they involve parents of all children in the program.
- If your elementary school has school-based decision making, ask how they will incorporate the preschool program into the school plan.
- If your school has a PTA/PTO, ask how they plan to support the preschool program.
- Volunteer to be a teacher's aide in a preschool program.
- Recognize the contributions of teachers and administrators and let them know you appreciate their commitment to the development of preschool programs.
- Attend local school board meetings. Ask school board members what they think of the preschool programs and how they plan to support such programs. Ask specifically about the challenges of transportation for 4-year-olds.
- Write to your elected officials with specific examples of successes and difficulties.
- If you believe qualified students are not being served, call the Office of Education Accountability at 1-800-242-0520.

**For more information ...**

Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education Division of Early Childhood in Frankfort at 502-564-7056.

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## 3) Extended School Services

**Basics of the law**

- The Kentucky Education Reform Act of 1990 requires that each school district develop extended school services to meet students' learning needs.
- Extended school programs are designed to provide additional instruction or related services to children who need extra time to meet performance goals.
- Extended school programs take many forms: after-school or before-school sessions, tutoring, Saturday activities or summer programs.
- Eligibility for these services will be determined by the district, based on students' needs for additional time to meet performance goals.
- Chapter One, remediation and special education programs will continue. In fact, some students participating in those programs and the extended school program will benefit from both efforts.
- Districts receive state monies for these programs based on the number of students in the district and the number of students at educational risk. $21.4 million was distributed to school districts during the 1990-91 year.

**This year ('91-92) watch for ...**

- $53 million will be available to continue programs and to expand and serve more students.

**What you can do to help ...**

- Talk with students to learn more about how the extended school services programs in your district are viewed by students who participate and students who do not participate.
- If your school has school-based decision making, ask how extended school services fits in with their plans for the school. Suggest a committee on extended school services and volunteer to be a member.
- If your school has a PTA/PTO, see how it can help support extended school services.
- Volunteer to be a teacher's aide or tutor in an extended school services program.

- Recognize the contributions of teachers and administrators and let them know you appreciate their contributions toward establishing good extended school services programs.
- Be sure your extended school services programs are instructional programs, not merely study halls.
- Attend local school board meetings. Ask school board members how they plan to use extended school services to help students in your school district.
- Write to your elected officials with examples of successes and weaknesses in extended school services.

**For more information ...**
Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education, Extended School Learning Branch in Frankfort at 502-564-3678.

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## 4) Primary School

**Basics of the law**
- The Kentucky Education Reform Act of 1990 requires school districts to replace grades kindergarten through three with a **primary school program**, beginning with the 1992-93 school year.
- In a **primary school program**, the curriculum matches the individual student's ability without identifying the student as a "first grader," "second grader," and so on, and students are helped to progress at their own pace.
- So far, exploration and orientation of this type of program have been the twin goals of the Kentucky Department of Education and school district personnel. Educators have visited successful primary schools and are gathering information about the best way to implement primary schools throughout the Commonwealth.

**This year ('91-92) watch for ...**
- Orientation and research continue to be goals during the upcoming school year. Each elementary school must design its primary school philosophy, mission and plan for the 1992-93 implementation. These plans must be tailored to the local district and school's readiness for the primary school program.
- Some elementary schools have begun to implement primary school programs this year.

**What you can do to help ...**
- If you have a child in preschool, kindergarten, first or second grade, ask their teacher what the plans are for primary school? Ask how you can help.
- If your school has school-based decision making, ask what they plan to do to support implementation of primary schools. Volunteer to be a member of the council committee on primary schools.
- If you have a PTA/PTO, ask for or plan a program to help parents understand primary school programs. If you do not have a PTA/PTO, form one. Call the Kentucky PTA office for help at 502-564-4378.
- Encourage PTA/PTO, parents and community to help teachers develop activities and materials for these new programs.
- Volunteer to be a teacher's aide or tutor in a primary school classroom.
- Recognize the contributions of teachers and administrators and let them know you appreciate their contributions in establishing primary school programs. Recognize their successes and frustrations in developing new classroom approaches.

- Attend local school board meetings. Ask what the district plan is for implementation of primary school programs.
- Write to your elected officials with specific examples of successes or difficulties.

**For more information ...**
Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education Office of Learning Programs Development (Primary School Branch) in Frankfort at 502-564-3775.

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## 5) Professional Development

**Basics of the law**
- The Kentucky Education Reform Act of 1990 makes **professional development** of teachers and other certified employees a priority.
- Teachers and other certified employees will receive greater opportunities for professional development on the reform act, school-based decision making, performance-based assessment, primary programs, research-based instruction, technology, and effective awareness to motivate and nurture students from difference cultures.
- During the past year, most school districts were required to join with other districts to form groups or consortia to work together to provide in-service for teachers.
- School districts throughout Kentucky have used in-service days to inform teachers about KERA during the past year.
- During the past 12 months, the state has provided $1 per student to each school district for planning professional development programs.

**This year ('91-92) watch for ...**
- The Commissioner of Education is required to establish regional service centers focused on professional development for teachers.
- Kentucky Department of Education and local education groups will focus on additional training, both in general and KERA-specific training.
- The state dollars earmarked for professional training will be increased to $5 per student for each local district.

**What you can do to help ...**
- Ask teachers and principals what their experience has been with professional development and whether it has been meaningful or helpful. Ask if there is anything you, your PTA/PTO or school council can do to be helpful.
- Ask if you can sit in on professional development sessions in areas of particular interest to you.
- Attend local school board meetings. Ask school board members about the consortium they have formed with other districts, whether it has been helpful or has saved money in providing professional development for their teachers. Let them know what you have learned from teachers, good or bad.
- Write to your elected officials with specific examples of successes or problems.

**For more information ...**
Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education Office of Learning Programs Development (Division of Professional Development) in Frankfort at 502-564-2264.

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## 6) School-Based Decision Making

**Basics of the law**

- School-based decision making is a shared process in which the local school becomes the place where most of the policies and plans for schooling occur. This form of participatory management is essential to the success of the state's education reform.
- School-based decision making gives the principal, teachers and parents in local schools the authority to determine the direction for their local schools.
- Individual schools are not literally on their own. The 1990 General Assembly established student performance goals and the state Board for Elementary and Secondary Education will provide further guidelines and assistance. In addition, the State Board will develop assessments to measure the performance of each school to make sure schools reach their goals. Schools that succeed will be rewarded. Schools that are unsuccessful will receive additional assistance.
- School council membership will include six people: the principal, three teachers (elected by teachers) and two parents (elected by parents).
- Each school council will make decisions on curriculum, instruction and instructional materials; assignment of students, teachers and space; daily schedule; discipline and classroom management; and extracurricular programs and policies. In addition, when there is a vacancy, the council will select the principal and will consult with the principal in hiring new teachers.
- School councils will set policies, but principals will continue to be responsible for the day-to-day operation and management of the schools.
- The local school board will set guidelines for school-based decision making in the school districts.
- Schools can establish councils when two-thirds of the teachers at the individual school vote to adopt school-based decision making. Each school district must have at least one school participating in this process this school year (1991-92). By July 1, 1996, virtually all schools must be managed by school councils.

**This year ('91-92) watch for ...**

- About 350 schools (plus Jefferson County) will participate in school-based decision making by establishing school councils.
- In all but 40 districts of the 176 school districts, teachers voted to have school councils.
- Eight school districts have only one school in their district and are exempt from implementing school-based decision making. However, some of those schools have voted to implement SBDM.

**What you can do to help ...**

- Get involved. If your school has school-based decision making, run for a school council seat or volunteer to serve on a council committee. Attend council meetings and share your opinions with your parent and teacher representatives. Encourage and support their work.
- If school-based decision making is not being used in your school, talk with teachers and principals to understand what they are thinking about SBDM. Encourage them to consider voting for it.
- If there is a PTA/PTO in your school, ask for programs to help parents understand more about SBDM. If there is no PTA/PTO in your school, form one. A PTA/PTO can be helpful in informing parents and electing good representatives for parents on the council. Call the Kentucky PTA office for help at 502-564-4378.
- Recognize the contributions of teachers, administrators, parents and school board members in establishing and helping school councils to work. Let them know you appreciate their contributions and hard work.

- Attend local school board meetings. Ask school board members how they intend to support school councils to help them make the best decisions for students.
- Write to your elected officials and let them know how school-based decision making is working in your school. Give them specific examples of successes and problems.

**For more information ...**
Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education's Division of School-Based Decision Making in Frankfort at 502-564-4201.

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## 7) Family Resource/Youth Services Centers

**Basics of the law**
- The Kentucky Education Reform Act of 1990 assures that support, health and social services will be available in or near all schools where at least one-fifth of the students qualify for free school meals.
- Family Resource Centers will be located in or near schools serving students under 12 years of age. Youth Services Centers will serve students 12 and older. Grants from the state Cabinet for Human Resources will fund the centers.
- The centers will develop and coordinate the resources of child and family serving agencies in ways that address the individual needs of children, youth, families and school.
- Policies and procedures for launching the centers have been developed by the state Interagency Task Force on Family Resource and Youth Services Centers.
- The task force determines which centers will be funded based on grant proposals from districts with eligible schools.

**This year ('91-92) watch for ...**
- Family Resource and Youth Services Centers will begin operation at 134 sites throughout Kentucky, serving 232 schools in 75 districts.
- Resource centers will be guided by local advisory councils, which must include parents, service providers and educators.

**What you can do to help ...**
- Volunteer to participate on a Family Resource or Youth Services Center Advisory Council.
- If your school qualifies for a center, but did not receive a grant this year, volunteer to participate on the grant writing team.
- Talk with students to learn what kinds of needs they can identify in their schools that might be helped by a service center.
- If your school has school-based decision making, ask what their plans are for coordinating with or establishing a center.
- Volunteer to help your center. See what needs you can help provide.
- Attend local school board meetings. Ask what their plans are for service centers.
- Write to your elected officials in support of continued funding for Family Resource and Youth Services Centers.

**For more information ...**
Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Office for Family

Resource and Youth Services Centers, Cabinet for Human Resources, in Frankfort at 502-564-4986.

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## 8) Provisions For Minority and At-Risk Students

**Basics of the law**

- The Kentucky Education Reform Act makes provisions for minority and at-risk students through:
  - > a commitment to provide "all" students with the opportunity to learn and to have high expectations for "all" students
  - > preschool programs
  - > primary school programs
  - > extended school services
  - > family resource and youth services centers
- Teacher in-service programs must include effective awareness and sensitivity training so teachers can motivate and nurture students of diverse cultures.
- Family Resource and Youth Service Advisory Councils must have adequate representation of parents of students represented in their schools.
- School fees must be waived for pupils who qualify for free and reduced school lunches.
- The SEEK funding formula provides extra dollars for at-risk students.
- Board appointments must include reasonable minority representation.
- Criteria for textbook selection must include the contributions from diverse ethnic contributors to society.
- The law requires superintendents to seek minority applicants when vacancies exist.
- The Education Professional Standards Board is required to develop a plan to attract and recruit minority students to the teaching profession.

**What you can do to help ...**

- Talk with and encourage students from all backgrounds. See what they think about themselves and other students from diverse cultures. Encourage all students, but especially at-risk and minority students.
- Encourage students to consider teaching as a career.
- If your school is operating under school-based management, encourage minority candidates to run for council positions and participate on council committees. Ask the council how they will incorporate minority issues/contributions in their school plan.
- Encourage parents of minority and at-risk students to join the PTA/PTO. If your school does not have a PTA/PTO, form one. Call the Kentucky PTA office for help at 502-564-4378.
- Ask your superintendent how your district encourages minority applicants.
- Visit your schools. Look at textbooks, library books, magazines and other materials to see how they include information about and contributions of diverse social and cultural backgrounds. Encourage schools to include such information.

**For more information ...**

Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Commission on Human Rights at 1-800-292-5566.

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## 9) Education Professional Standards Board

**Basics of the law**

- Under KERA, the new Education Professional Standards Board will determine guidelines for teacher certification and training.
- A new program will allow professionals without education degrees to become classroom teachers by completing a state-approved program at the district level in order to meet possible teacher shortages and to encourage highly skilled and knowledgeable persons to enter the classrooms more easily.
- The Education Professional Standards Board has the responsibility for establishing new teacher training and certification standards, adopted certification and revocation regulations, and a code of ethics.

**This year ('91-92) watch for ...**

- The board will establish regulations for alternative certification programs.
- The board will review the existing credentials program and work to streamline the process.
- The board will hold hearings for the purpose of revoking teaching certificates when "just cause" is determined.

**What you can do to help ...**

- If your school or school district has a need for teachers in special areas, suggest they consider developing an alternative certification program.
- Report persons holding teaching certificates (teachers, administrators, principals, superintendents) who you believe to be guilty of immorality, misconduct, incompetency, or teaching "out of field" to the Office of Education Accountability at 1-800-242-0520 or the Office of Teacher Education/Certification at 502-564-4606.
- Speak well of teaching as a profession. Encourage young people to consider teaching as a career. Recognize good teaching in your school and school district.

**For more information ...**

Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education Office of Teacher Education/Certification in Frankfort at 502-564-4606.

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## 10) Technology and Education

**Basics of the law**

- The Kentucky Education Reform Act of 1990 stipulates that students will be introduced to and trained in carefully designed, technologically-advanced classrooms.
- Technology means more than computers and videos. Technology includes computers, telephones, telecommunications, interactive televisions, low-power televisions, satellite and microwave communication.
- During the past year, the Council For Education Technology was established. The Council began reviewing a variety of approaches to technology both in the classroom and alternatives for technology that would help school administrators operate more efficiently.
- About $200 million has been earmarked for technology in education. Those funds will be held in escrow until the state plan is approved.
- The Technology Council, because of delays and reorganization during its first year, now is under a December 1991 deadline to make decisions concerning the direction of technology in Kentucky classrooms.

**This year ('91-92) watch for ...**

- The Technology Council must determine the direction for Kentucky education and technology within the months ahead to allow for proper distribution of funds to school districts statewide.
- In the spring of 1992, state dollars should begin to be made available for school districts to begin purchasing equipment.

**What you can do to help ...**

- Find out what is happening with computers in your school or school district. Is there a district plan? How many computers are available to students? How much computer time does each student receive?
- Talk with students about the technology they are exposed to. Ask them how much time they spend on computers, do they see educational programs on television and what do they think about them?
- If your school has school-based decision making, ask what the council's plans are for technology. Suggest a committee on technology and volunteer to be a member of that committee.
- If your school has a PTA/PTO, ask what they can do to help. Suggest special funding-raising projects for computers or computer programs. If there is no PTA/PTO, form one. Call the Kentucky PTA office for help at 502-564-4378.
- If you have computer expertise, volunteer to help. Tutor students or help develop the local district or school plan.
- Recognize the contributions of teachers and administrators in developing technology in your school or district and let them know you appreciate their contributions.
- Attend local school board meetings. Ask board members what their goals are for technology in the schools.

**For more information ...**

Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education Office of Learning Programs Development Office of Instructional Technology in Frankfort at 502-564-2106.

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## 11) Governance

**Basics of the law**

- Governance — or who is directing our schools in Kentucky — plays a critical role in the success of the Kentucky Education Reform Act of 1990.
- The Kentucky Education Reform Act provides for shared leadership and a bottom-up versus top-down system. That means more decisions will be made at the local level.
- For example, school-based decision making allows the teachers and parents in the school the opportunity to make decisions for their students.
- At the state level, the chief state school officer in Kentucky changed from an elected superintendent to a state board appointed commissioner.
- The commissioner's first responsibility was to reorganize and to staff the state Department of Education. In addition, the commissioner must establish regional service centers.
- Legislative oversight of reform is being directed by the newly recreated Office of Education Accountability in the Legislative Research Commission.
- District level governance focused on the areas of employment practices, political involvement and anti-nepotism provisions, which include:

> In most cases, a superintendent's relative cannot work in the school district unless he or she was hired before the reform was passed and had proper certification for the job.
> A principal cannot employ relatives at his or her school, but relatives other than spouses already employed are exempt under current law. Spouses may continue to work in that school only if there is no other position in the district for which they are certified.
> No employee of the local school district shall take part in the management activities of any political campaign for a seat on the school board. No school board shall solicit or accept any political assessment, subscription, contribution or service of any employee of the district.
> Any vacancies on the school board will be filled, via local nominations, by the state commissioner of education.
> The local school board still hires the superintendent with the assistance from a screening committee that includes two teachers, a principal, a local school board member and a parent. However, the school board could choose someone not recommended by the committee.
> The school board can, by four-fifths vote and approval of the state education commissioner, break a superintendent's contract for "just cause."
> Beginning in 1994, superintendents will be required to complete a training program and assessment center process set up by the state Department of Education. Finance and school law are two primary topics.
> The local school board will continue to oversee: when and where to build new school facilities; provide services; hire the superintendent; manage all school funds and property for the district; set rules and regulations for school property management; transact business for the district; establish qualifications for all employees.
> Local school boards and superintendents will continue to create guidelines and general requirements for school operations. However, with school-based decision making, the school councils will make curriculum and instructional (what is taught and how) decisions for each local school.

**What you can do to help ...**

- If your school has school-based decision making, run for a school council seat or volunteer to be a council committee member. If there is no PTA/PTO in your school, form one. Call the Kentucky PTA office for help at 502-564-4378.
- Organize a citizen education group in your community.
- Support superior performance from school board members, administrators and teachers.
- Attend local school board meetings. Be informed about local school board elections. Vote.
- If you have questions about whether the law is being followed in your district, contact the Office of Education Accountability at 1-800-242-0520.

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## 12) Secondary Vocational Education

**Basics of the law**

- The Kentucky Education Reform Act of 1990 provides for programs offering students a way to get high school credit while they prepare for work and/or continuing education.
- The vocational education programs are in fields such as agriculture, business occupations, health occupations, marketing, technical and emerging occupations.

- Vocational student organizations associated with various programs are available. Check on programs such as FFA, FHA or FBLA.
- The purpose of vocational programs is to: explore careers; apply and enhance academic skills in realistic settings; develop basic skills applicable to a variety of work settings; and, develop basic skills for entry into work or continuing education.
- Secondary programs are available in 165 school districts, offering programs in grades 7 through 12. Additional programs are available in 74 area vocational education centers. Secondary students in non-public schools also have access to the area education centers.

**What you can do to help ...**

- Talk with both students who participate in vocational programs and those who do not about their views of such programs. Recognize student achievements in these programs.
- Talk with teachers in high school and vocational programs to get their views on how these programs are working.
- Get involved. Visit your area vocational school(s). If your school has school-based decision making, ask how these programs fit in their school plan.
- Volunteer to assist in these programs.
- Recognize the contributions of teachers and administrators and let them know you appreciate their contributions.
- Attend local school board meetings. Ask board members about vocational programs and what they see as the school board's responsibility for these programs.
- Write to your elected officials with specific examples of successes and difficulties in these program areas.

**For more information ...**

Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Cabinet for Workforce Development in Frankfort at 502-564-4286.

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## 13) Support Education Excellence in Kentucky

**Basics of the law**

- Support Educational Excellence in Kentucky (SEEK) is the new funding formula which addresses equity issues raised in the Supreme Court ruling.
- A weighted per pupil formula replaced the Minimum Foundation and Power Equalization programs.
- $2,305 was guaranteed per pupil for 1990-91 and $2,420 for 1991-92, with added support or "weights" for exceptional students, economically disadvantaged students, transportation and home-bound and hospitalized students.
- Local districts must participate and must raise 30 cents per $100 assessed property valuation or its equivalent in other optional taxes (cable TV was added in 1990). The state provides additional funds to meet the minimum guaranteed amount.
- Tier 1 allows districts to raise additional revenue above the base without referendum, which is equalized by the state to 150 percent of the average state assessment ($225,000). The Tier 1 limit is 15 percent above the base. More districts raised local taxes than was anticipated and budgeted state funds were insufficient to fully match Tier I.
- Tier 2 allows districts to raise an additional 30 percent above the base plus Tier 1, subject to referendum. This is not matched by the state and sets the "cap" or maximum allowed by law.

- The state provided districts no more that 25 percent over previous year's state funds for 1990-91 and 1991-92 and no less than 8 percent for 1990-91 and 5 percent 1991-92.
- Local districts must levy an additional 5 cents to participate in School Facilities Construction.
- Additional funding was provided for 2 percent of salary increases, new programs previous programs, and others.

**What you can do to help ...**

- If your school is managed by school-based decision making, attend council meetings and ask how the council will spend the monies they receive for instructional materials.
- Attend school board meetings and ask how much money your district received last year, what the money was spent for and what the plans are for current spending.

**For more information ...**

Call The Prichard Committee/The Partnership for Kentucky School Reform at 1-800-928-2111 (Lexington-area residents call 233-9849) or the Kentucky Department of Education Office of District Support Services, Division of Finance in Frankfort at 502-564-3846.